Report to the Legislature
Human Resources Modernization Project

February 16, 2010

Department of Personnel Administration
Debbie Endsley, Director

State Personnel Board
Suzanne M. Ambrose, Executive Officer

Human Resources Modernization Project
Tina Black, Acting Executive Project Director

Table of Contents

Executive Summary

This is the third Human Resources Modernization (HR Mod) Project Report to the Legislature. The prior report dated March 10, 2009, can be viewed at http://www.dpa.ca.gov/hr-mod/archives/20090310-status-update-report/letter.htm along with the updated HR Modernization Project Strategic Plan. This annual report to the Legislature fulfills our commitment to keep the Legislature and other interested parties continuously apprised of the status, progress, additional accomplishments and new challenges facing this important statewide project.

The HR Mod Project was officially initiated in October 2007 to update and streamline the State's existing HR programs including recruitment, selection, classification, compensation, workforce planning, performance management, and staff development. Project activities are focused to achieve the following strategic goals:

- Create an Attractive Recruitment and Expeditious Hiring Process
- Simplify the Classification System
- Improve and Instill High Performance in the Workplace
- Ensure all Departments/Agencies have Workforce and Succession Plans that Support their Strategic Plans
- Compensate Based on Factors including Individual Self-development, Business Needs, and Competitive Market Practices
- Promote Integrated Human Resource Solutions

During the last twelve months, the HR Mod project team has implemented process improvements that have already yielded benefits to various outdated practices and procedures. These include implementation of several new automated, online, paperless examinations, finalization of a competency model for State managers and supervisors, development of a competency model for state Executives and development and implementation of the Virtual Help Desk for Supervisors and Managers, an online reference and training tool to assist managers and supervisors in the hiring process.

Key Project Activities: February 2009 through January 2010

The duration of the HR Mod Project is estimated to extend through five additional years. Merit-based project deliverables governed by the State's constitution, such as new methods or approaches for conducting civil service examinations, will continue to be implemented throughout the life of the project. Other project deliverables (not merit-based) requiring methodical step-by-step analytical, design and development processes and negotiation with collective bargaining representatives, such as migration to a competency-based compensation structure for rank and file employees, will take longer to implement. Completion of incremental steps throughout the project's life cycle is essential to the final delivery and implementation of a new classification and compensation structure. To this end, some of the items presented below represent essential "incremental" accomplishments toward the overall completion of final, longer-term project deliverables.

During the last 12 months the HR Mod project team has achieved a significant number of additional accomplishments. These new accomplishments are outlined in the grouped categories below:

Recruitment, Selection, and Hiring Improvements

Greater project emphasis has been placed on leveraging the State's ability to make exams more easily accessed through the use of web-based technology. The State has implemented nearly 100 automated exams through the use of web-based technology. This technology enables anyone with access to a personal computer and the Internet to participate in state exams. Making exams available on-line 24 hours a day, 7 days a week eliminates the need for resources such as facilities to conduct the exams and proctors to oversee the administration of exams. By administering open, online exams and allowing both current state employees and non-state employees to participate, it further eliminates the need for development and administration of duplicative exams administered by individual departments for promotional purposes by establishing a single list of candidates eligible for hire. The use of more automated exams also contributes toward a greener California by eliminating unnecessary travel and energy consumption.

- In a move toward HR Modernization, the State Personal Board (SPB) replaced the State's legacy examination and certification system with a new modernized "web enabled" system called the Online Selection System. This system was implemented on September 28, 2009.

- Designed, developed and implemented 11 open, online, automated, paperless exams (see chart below). Individuals with access to a personal computer and the internet have the ability to take these exams 24 hours a day, 7 days a week. Many of the same exams were previously given by multiple State departments and were restricted to individuals already employed by the State who work for the department administering the exam. Implementation of continuous, "open", online, automated exams offer the following benefits:

  - Expands the pool of candidates eligible for hire by enabling individuals who are currently employed by the State, as well as those individuals that are not currently employed by the State, to compete in state exams.

  - Enhances career advancement and employment opportunities as all eligible candidates will be evaluated and considered by a broader number of State departments.

  - Avoids duplication of effort by eliminating the need for individual departments to plan and administer departmental promotional exams or separate open exams.

- Four of the 11 exams referenced below (Staff Services Manager I, Staff Services Manager II [Supervisory and Managerial] and Staff Services Manager III) include

questions that ask for relevant information from exam participants about supervisory or managerial competencies identified in the "Leadership" general competency model. Since competencies have been linked to specific tasks and responsibilities required for successful performance as a supervisor or manager, the competency information may also be used to define and evaluate successful job performance.

The following 11 open, online automated exams are being administered on a consortium basis with state departments registering to use the results of the examinations:

Class	On-line Exam Implementation Date	Eligibles as of January 10, 2010	Percent of Departments Using Eligible List as of January 25, 2010**
Accountant Trainee	January 21, 2010	Data is not available since the exam was implemented so recently	43%
Associate Governmental Program Analyst	May 15, 2009	9,481	59%
Attorney (Staff Counsel)	December 15, 2008	1,869	87%
Attorney III Specialist (Staff Counsel III Specialist)	July 16, 2009	302	56%
Attorney IV (Staff Counsel IV)	August 14, 2009	142	105%**
Environmental Scientist	December 30, 2009	317	47%
Physician and Surgeon	January 21, 2010	Data is not available since the exam was implemented so recently	25%
Staff Services Manager I	July 31, 2009	5,467	70%
Staff Services II (Supervisor)*	August 14, 2009	2,524	76%
Staff Services II (Managerial)*	August 14, 2009	2,529	104%**
Staff Services Manager III	July 3, 2009	1,611	83%

*Administered together to increase efficiency

**The last column of this table identifies the percentage of departments using the eligible lists as compared to the number of established positions in the classifications. In those instances where percentages exceed 100%, this is a result of specific departments having no established positions in the class, but using the eligible list to make hires. It is assumed that these departments are either in the process of establishing positions in the class or are using the examination to fill other classifications having similar knowledge, skills and abilities. It should also be noted that the percentage rates indicated for Accountant Trainee, Environmental Scientist, and Physician and Surgeon are relatively low in comparison to other classes included in the table. The recent implementation of these examinations is assumed to be a contributing factor.

Prior to the implementation of the 11 open, online automated exams there were a total of approximately 8,000 candidates eligible for hire in the 11 classifications identified in the chart above in the departments currently participating in the open, online automated exams. As of January 10, 2010, there are 24,242 candidates eligible for hire on the eligible lists generated from the 11 open, online automated exams. This is an increase in the number of eligible candidates of approximately 300 percent since December 15, 2008. Although 8,000 eligible candidates may seem like a large number, these candidates were on individual department eligible lists in 90 departments. Many of these eligible lists were promotional which meant that only employees of the department administering the exam could participate and only the department who had established the eligible list could use it to hire. This resulted in recruitment difficulties and redundant testing. Now, there are many more candidates eligible for hire on the employment list for each classification on a statewide basis. These eligible lists can be used by many departments for hiring purposes. In addition, current state employees as well as outside candidates may participate in the open, online exam as long as they meet the minimum education and experience requirements.

The overarching strategic emphasis of the HR Mod Strategic Plan is "Right Person, Right Job." The HR Mod Strategic Plan may be viewed at http://www.dpa.ca.gov/hr-mod/accomplishments-and-goals/mission-statement-goals-and-objectives.htm. In the last 12 months, the State has begun to experience a significant wave of retirements. From January through December 2009, more than 9,400 retirements were processed. This is an increase of approximately 18 percent over the same period in 2008. In December 2009 alone, retirements increased by 42 percent from the prior December. As predicted, the State is beginning to experience the loss of many of its most seasoned employees, those with institutional knowledge and high quality skills and abilities. It is essential, that departments have the maximum flexibility and capability to obtain suitable candidates to replace the loss of their most knowledgeable and skilled workers, as well as accommodate organizational adjustments and realignments to address the changes in the overall workforce.

In June 2008, SPB and HR Mod project implemented the Three-Rank Eligible List Pilot Study (Pilot) as a means to aid departments in the identification and selection of the right person for the right job. Examinations administered under the Pilot are producing larger numbers of candidates eligible for immediate hire, thereby enhancing departments' ability to find and hire individuals best suited to perform specific jobs within their respective organizations. Additional information concerning the "Three Rank Eligible List" pilot can be viewed at http://www.dpa.ca.gov/hr-mod/three-rank-eligible-list-pilot-study.htm. Between the approval of the Pilot and January 25, 2010, a total of 34 examinations have been "approved" for inclusion in the Pilot and departments have "reported" making approximately 600 hires from eligible lists established as part of the Pilot.

As of January 25, 2010, a total of 90 departments (60 percent of approximately 150 state departments, boards and commissions) have registered to participate in one or more of the HR Mod open, online automated consortium exams and/or have registered to participate in the Pilot.

As discussed above, the implementation of the open, online consortium examinations has increased the number of candidates eligible for hire by approximately 300 percent. In addition, implementation of the consortium exams is estimated to conservatively result in cost avoidances of approximately $3.4 million to the State by eliminating the need for approximately 279 exams administered by individual departments. All of the examinations were administered as part of the Pilot with the exception of the Staff Services Manager II (Managerial) and Staff Services Manager III which use six scores due to restrictions in Government Code.

- A new compliance audit program in support of the Pilot was implemented during December 2009. The purpose of the audit is to verify registered department's compliance with the requirements as outlined in the State Personnel Board Policy Memorandum (Pinkie) dated April 23, 2009 supporting the Pilot. The audit program findings will further verify whether the hiring process is competitive, includes job-related assessment of candidates considered for hire, and focuses on relevant job requirements and performance objectives. As of January 31, 2010, the HR Mod Audit Team has completed audits of most of the 47 departments to be reviewed. The team is in the process of gathering and analyzing data from the remaining departments. The following preliminary results are available:

  - The classifications reviewed represent all three categories of classifications in the pilot: professional certification or specialized education; consortium examinations; and non-LEAP classes that facilitate hiring of persons with disabilities.
  - Despite competing workload demands and limited resources, departmental HR staffs understand and are adhering to the requirements of the Pilot.
  - Department HR staffs are finding creative and effective ways to explain the Pilot to hiring supervisors and support its implementation such as using an intranet site to guide supervisors through the process.
  - A few HR staff have commented that following the Pilot's requirements for a well documented, comparative hiring process is a change for some supervisors who have not had to articulate their screening criteria in the past when fewer candidates were available for any particular opening.
  - Audit findings will be presented at the State Personnel Board meeting in spring 2010.

In addition to the Pilot discussed above, the HR Mod project team has also taken the following steps to aid Departments in identifying and selecting the right person for the right job as well as assisting them with making organization adjustments and realignments in light of furloughs, planned layoffs, and retirements that have occurred throughout the last year.

- In partnership with the SPB and the Employment Development Department (EDD), career navigation training was provided to approximately 30 EDD Career Center and Sacramento Employment Training Agency (SETA) staff. Participants learned how to

help the unemployed with conducting focused recruitment for specific occupational groups, locating open State examinations, and finding available State job openings. This just-in-time training was provided in response to the Governor's Proclamation regarding the State of Emergency related to unemployment in California and the scheduled release of several new open automated State exams.

- Partnered with various law schools and the California State Bar to implement a link from their respective web sites to the new automated entry level attorney open examination.

- Promoted college graduate interest in entry level analytical positions by revising entrance requirements for the Labor Relations Analyst classification to allow college graduates with no prior civil service experience to compete in the Labor Relations Analyst examination and be considered for hiring opportunities. Development of an open, online examination for the Labor Relations Analyst classification is currently in progress with an anticipated release date of March 2010.

Classification Streamlining

The State currently uses a personnel classification structure that is duties based which makes it both cumbersome and outdated. The substantial numbers of classifications (approximately 3,900) are narrowly defined and often duplicative. This large number of distinct classes has created a personnel management system that lacks flexibility and makes it difficult for the State to recruit, hire, and retain qualified applicants for specific job openings. Along with the convoluted exam process, it is difficult for the general public to understand how to apply and obtain state employment. This antiquated classification structure does not meet the needs of the State.

HR Mod's extensive best practices research has found that many private and other public entities use a classification structure based on competencies. A competency based classification structure defines and levels the work performed in various occupations by using knowledge, skills, abilities, and personal characteristics as demonstrated by behaviors on the job, (competencies). Changes to this type of classification structure include identifying competencies for employees to be successful on the job and advance in their careers. A competency-based classification structure will become the foundation for recruitment, selection, hiring, pay determination, staff development, performance measurement, and workforce planning. In support of the move toward a competency based classification structure, vital infrastructure changes are necessary. The following list describes several major activities and sub–projects that HR Mod has completed in support of the renovation of the State's civil service program and anticipated move to a competency based classification program:

- Finalized the "Leadership" General Competency Model for Supervisors and Managers. Additionally, expanded the "Leadership" General Competency Model to include competencies for Executives. The final model covers over 16,000 incumbents in over 950 supervisor, manager and executive classifications. The "Leadership" General Competency Model was based on occupational data collected

from over 5,000 incumbents through the use of interviews, expert resource panels and occupational analysis surveys. The "Leadership" General Competency Model can be used by all of the State's approximately 150 departments, boards and commissions to assist with:

- o Workforce and succession planning by providing a clear description of the competencies that are required for long-term organizational success.

- o Setting performance expectations which allow the supervisor, manager, and executive to understand what is expected on the job and in their career path.

- o Recruiting and hiring for people with the right leadership knowledge, skills, abilities and behaviors to be successful on the job.

- o Creating leadership development programs that focus on the knowledge, skills, abilities and behaviors that are most critical to individual and organizational success.

The expanded "Leadership" General Competency Model will be available on the HR Mod website by March 2010.

- Completed an occupational analysis for state scientists (160 distinct rank and file scientist classifications) and issued the Scientist Initiative Report of Findings and Recommendations. Occupational data was collected from 1,295 of the State's rank and file, supervisory, and managerial scientist employees using occupational analysis surveys and subject matter expert meetings. The scientific community provided a significant investment of time, experience and effort to support the data gathering process. As the Scientist Initiative Report of Findings and Recommendations reflects, HR Mod staff was able to use the valid data to develop a general competency model for the scientist occupational group. In addition, HR Mod recommends consolidating the current 160 distinct rank and file scientist classifications into broad occupational sub groups with proposed general and technical competencies (i.e., job required knowledge, skills, abilities, and personal characteristics as demonstrated by successful behaviors on the job). The exact number of classes in the consolidated classification plan is yet to be determined, but will eventually reduce the number of scientist classifications that currently exist by at least 50 percent. In addition, the general competency model can be used to aid supervisors and managers in the following ways:

- o Workforce and succession planning by providing a clear description of the competencies that are required for long-term organizational success.

- o Setting performance expectations which allow the scientist and their supervisor understand what is expected on the job and in their career path.

- o Recruiting and hiring for people with the right knowledge, skills, abilities and behaviors to be successful on the job.

- Creating staff development programs that focus on the knowledge, skills, abilities and behaviors that are most critical to individual and organizational success.

- Further simplified the State's civil service classification structure through the abolishment of department specific classes such as the Assistant Treasury Program Officer and transitioned to the broadly used statewide class of Staff Services Analyst. Also abolished unused classifications with responsibilities which were no longer utilized in State civil service including classes such as Book Repairer, CalTrans Administrative Technician, Environmental Services Supervisor, and Tree Maintenance Supervisor. The abolishment of unused classifications continues to reduce the number of State classifications and assists the State in recruiting a qualified workforce. The use of generalist classifications in lieu of department specific classifications provides for greater efficiency in recruitment and selection as multiple departments can select from a single large eligible list, such as the list generated from the open, online Staff Services Analyst exam, rather than each department administering their own individualized examinations. The benefits associated with these actions are further emphasized in the Recruitment, Selection, and Hiring Improvements subsection of this report.

- Tied 100 percent of the State's 3,900 civil service classifications to the Bureau of Labor Statistics (BLS) Standard Occupational Classes (SOCs) catalog. This association can be viewed on the SPB website at http://jobs.ca.gov/CASPB/auditor/ChooseGroups.asp. The nation's public and private sector HR community use the BLS SOC to align broad and common occupational titles. This initial step allows the State to more easily identify our distinct very specific classifications with other public and private sector jobs. For example, currently the State uses the classification title, Staff Counsel, for certain entry level attorney positions. This is not a classification title commonly used in private industry. However, completion of this project now allows the State to more easily identify our classifications with BLS's SOC - Legal Occupations. Commonly used occupational titles will make it easier for individuals to search for examinations within various occupational areas as well as link State job classifications to employment searches conducted through the Employment Development Department's CalJobs website. This also enhances the State's recruitment abilities.

- Developed and documented new HR business processes to support ongoing development of competency models for additional occupational groups, hereafter referred to as California's General Competency Model Process. This repeatable process documents the steps and tools required to develop general competency models which can be used to identify common knowledge, skills, abilities, and personal characteristics as demonstrated by successful behaviors across broad occupational groups. Competency models will integrate human resources functions including recruitment, selection, hiring, compensation, staff development, performance management, and workforce and succession planning. The development of the repeatable General Competency Model Process has allowed the HR Mod project team to significantly reduce the time it takes to develop a general

competency model for an occupational group from between 12 to 18 months down to 6 to 8 months. This repeatable process has been demonstrated at 8 HR professional forums including the Ad Hoc Personnel Officers Forum, the Exam Supervisors Forum, the Small Personnel Officers Information Network, the Labor Relations Conference, the Classification and Pay Supervisors Forum, the Workforce Planning Ad Hoc Meeting, the Statewide Training Officer's meeting, and the Personnel Transaction Supervisors Forum. These forums are regularly attended by HR representatives from the State's approximately 150 departments, boards and commissions and include personnel officers, training officers, labor relations officers, classification and compensation supervisors, examination supervisors, and personnel transactions supervisors.

Also made various presentations on how the "Leadership" General Competency Model could be used to conduct recruitment, develop examinations, screen applicants based on specific job requirements, select qualified hires, identify staff development opportunities, and conduct workforce and succession planning.

- Streamlined the new Career Executive Assignment (CEA) review and approval process through the establishment of a new automated Position Request Form. The form streamlines existing businesses processes and provides increased efficiency by allowing departments to submit the form electronically to both DPA and SPB concurrently. DPA and SPB receive an average of 125 CEA requests per year. By simply automating the request form, efficiency was improved by eliminating 5-7 days of mail time per request. In addition, because the new request form improves accountability by requiring departments to provide specific information to fully justify their requests before they can submit their form, the average time to process a CEA position request has been reduced from 4 months per request to 2 months.

Learning and Performance Management Improvements

The HR Mod project continues its efforts toward improving and instilling high performance in the workplace through its commitment to statewide learning and organizational and employee performance management by revising statewide training policies, leveraging technology, and facilitating cross departmental resource sharing.

HR Mod collected survey data http://www.dpa.ca.gov/hr-mod/latest-newsflash/baseline-survey/index.htm revealing needed improvements in the area of performance management. In addition, the survey data also indicated that State departments have made significant investments in developing in-house training courses on common statewide topics and demonstrated the need for consistent methods to ensure investments in training are producing desired results. Efforts underway have begun to yield efficiencies through a reduction in duplicate training course development and administration across multiple departments. In addition, cross departmental resource sharing, and encouraged use of Statewide Training Endorsement Standards (Best Practices) promises to enhance the correlation between the effectiveness of the training

program and an increase in employee performance on the job (return on investment). In this capacity, HR Mod:

- Expanded the role of the Deputy Project Director "Learning and Performance Management" by resurrecting DPA's authority over statewide training and re-establishing the role of the Statewide Training Officer. In this capacity, the incumbent is responsible for participating in and overseeing HR Mod Project initiatives in conjunction with fulfilling a leadership role over the State's training function consistent with DPA's statutory authority. The project will benefit in meeting its goals and objectives and accomplishing its initiatives through these dual roles as the incumbent will:
  - o Assist departments in their efforts to identify and develop a common area of training through which interdepartmental training may be delivered in a manner that is efficient, effective and economical;
  - o Lead the State training function using a blend of technology and information sharing to enhance learning and performance management statewide;
  - o Partner with colleges, universities and other educational institutions to create standardized and specialized occupational training and to tailor training and educational programs that are designed to work for the State of California workforce;
  - o Develop and provide guidelines for departments to assist them in training implementation and compliance;
  - o Periodically, evaluate departmental training programs to assess conformance with the State's Training Policy provisions, training regulations, and training legislation.

- Implemented an online "Virtual Help Desk" for supervisors and managers with accessible, practical tools, information and resources to help supervisors and managers hire the right person for the right job while maintaining the principles of the merit system. The "Virtual Help Desk" was designed to assist supervisors and managers effectively recruit, select and develop employees from the abundance of candidates available from the new on-line exams generated as part of the "Three Rank Eligible List" Pilot. The "Virtual Help Desk" may be viewed at: http://www.dpa.ca.gov/training/virtual-help-desk-for-supervisors-and-managers/main.htm. HR Mod has only recently begun to collect metrics on the effectiveness of the "Virtual Help Desk". However, the data we have to date indicates that 60% of managers and supervisors who provided feedback felt that the "Virtual Help Desk" saved them up to eight hours. Ninety-one percent of the managers and supervisors indicated that they would recommend this site to their colleagues. The "Virtual Help Desk" is modular, enabling it to be incrementally expanded. As new topics and information become available, they are published in segments. There are currently four modules available on the Help Desk covering job description development, selection, probation and employee on-boarding.

- The Job Description module provides guidance to supervisors and managers on the purpose and components of job descriptions and provides the tools to develop them. Job descriptions are a critical first step in the selection process because they provide potential candidates with a clear description and main objective of a position and assist them in determining if they can perform the duties of the position. An accurate and specific job description becomes an especially important tool when managers and supervisors are recruiting from the large lists generated from the online exams as part of the "Three Rank Eligible List" Pilot because candidates can review the job description and if they determine they are unable to perform the duties or do not meet the minimum qualifications they may self screen themselves out of the selection process which ultimately makes the recruitment process more efficient. A meaningful job description is also a valuable tool in orientating new employees to their job and role in the department.

- The Selection module focuses on the screening process (including tips on how to screen large eligible lists (e.g. through the use of supplemental applications)) through the interview and selection process (including tips on competency based interviewing) with the emphasis on selecting the right person for the job and obtaining the best job/person match while maintaining the principles of the merit system.

- The Employee On-boarding module focuses on methods that are likely to assist a new employee to become productive more quickly, feel more engaged with the department, and improve employee retention.

- The Probationary Period module assists supervisors and managers with accessible, practical tools, information and resources for understanding the roles and responsibilities of new employees and supervisors during the probationary period.

- Implemented an online tool "Become an Analyst for the State of California: A guide to help you develop your analyst skills". This tool identifies key competencies and behaviors needed to move into entry level analyst positions. It also provides a list of courses appropriate for developing each competency, a self-assessment tool, and an Individual Development Plan (IDP) template to assist supervisors/managers and employees in designing a plan tailored to that particular individual. Since this online tool was only implemented in winter 2009, metrics are not yet available on its effectiveness. However in the upcoming year, the HR Mod Project Team will be collecting metrics on the effectiveness and usefulness of the tool. The online tool can be viewed at: http://www.dpa.ca.gov/hr-mod/main.htm.

- Provided presentations to various Training Officers to aid in the integration of competencies within various HR business processes such as examinations, hiring, and performance evaluations. These Training Officers were employed by the State's larger departments such as CalTrans, Department of Motor Vehicles (DMV),

Department of Corrections and Rehabilitation, Department of General Services (DGS), Department of Consumer Affairs, SPB, and EDD.

- Created and disseminated new Statewide Training Endorsement Standards (Best Practices) that include return on investment strategies, application of learning back on the job and the integration of competencies into training programs. The Statewide Training Endorsement Standards (Best Practices) are aligned with Kirkpatrick's levels of evaluating training which are standards in the training industry. They are also aligned with the American Society for Training Development standards. The Statewide Training Endorsement Standards (Best Practices) were distributed to approximately 300 stakeholders including colleges (State Universities, Community Colleges), State Training Officers, and training providers and vendors.

- Initiated several efforts to enhance employee and leadership performance by integrating competencies into training while enhancing the correlation between the effectiveness of the training program and an increase in employee performance on the job (return on investment). This effort is being accomplished by introducing the Statewide Training Endorsement Standards (Best Practices) into training curriculum through the following partnerships:

  o Established a partnership with the Folsom Lake College Career and Technical Education Program to design a new Public Management Certificate Program that incorporates the State's Endorsement Standards (Best Practices). The curriculum was also designed to include the State's "Leadership" General Competency Model. HR Mod staff participates on the Curriculum Advisory Board and encourages cost-effective learning solutions for State leadership that combine classroom and technology based learning. Metrics will be captured to measure the effectiveness of the revised curriculum through a pre and post assessment process.

  o Established a partnership with the Los Rios Community College Government Training Academy (LRCC GTA) to incorporate statewide endorsement standards into the college's curriculum. LRCC GTA is implementing the statewide endorsement standards into their analyst training curriculum. Metrics will be captured to measure the effectiveness of the revised curriculum through a pre and post assessment process.

  o Established a partnership with Cooperative Personnel Services (CPS) to incorporate statewide endorsement standards into their curriculum and link the "Leadership" General Competency Model to their supervisory/managerial programs. The "Leadership" General Competency Model has been incorporated into a revised Basic Supervision curriculum which will be implemented in March 2010. Metrics will be captured to measure the effectiveness of the revised curriculum through a pre and post assessment process.

- Created performance benchmarks to describe exceptional, successful and unacceptable performance for each of the general competencies described in the "Leadership" General Competency Model. The performance benchmarks also describe the performance at three "Leadership" levels; first-level supervisor, second-level supervisor, and manager. The performance benchmarks are currently being vetted prior to publication and pilot testing.

- To further the effort of instilling high performance in the workplace, established a partnership with the Little Hoover Commission's Performance Management Roundtable to assist with leading efforts to promote and encourage a performance management culture throughout state government. The goals of the Performance Management Roundtable are to:
  - Expand knowledge and use of performance management within government through a best practices workshop series and a web-based library of performance resources.
  - Advocate use of performance management, within and outside of government, through the issuance of a white paper which will include:
    - Baseline data on performance management in state government.
    - A uniform framework to incorporate performance management into all departments.
    - A framework for a statewide performance management scorecard.
    - A framework for a performance management training program for supervisors and managers.
    - Best practices lessons learned.

Project Status

Directional Changes

The Governor's 2009/10 budget revealed a budget shortfall of approximately $24 billion. Three-day employee furloughs along with additional program cuts and staffing reductions have been necessary to fill this additional budget gap. The Governor's 2010/11 budget is projected to include a $21 billion budget gap. To ensure continued project effectiveness, value, and success, a re-examination of the project's activities and schedule was conducted. Adjustments have been made to ensure that continued resource investments are accurately aligned with activities anticipated to produce an early and substantial return on investment as well as activities having the greatest probability of success. In some cases, this review has altered the planned activities provided in the March 2009 legislative report. To this end, greater emphasis has been placed on the following:

- Designing, developing and implementing more open, online, automated "paperless" exams.
- Consolidating and abolishing classifications.
- Designing, developing and implementing competency models for "excluded" employees.
- Increasing efficiency and accountability in processing appointments for Career Executives.
- Designing, developing and implementing automated learning aids to educate departmental HR staff so that they may and apply competency models into exams, hiring, workforce and succession planning, and performance management HR functions.
- Designing, developing and implementing automated development aids for supervisory, analytical, and clerical occupations.

Planned Activities

Recruitment, Selection and Hiring

- Design, develop and implement additional open, online, consortium exams, including:
  - Labor Relations Analyst
  - Investigator
  - Auditor
  - Registered Nurse

- Complete a report of findings and recommendations from the Three Rank Eligibility List Pilot Audit Program.

- Pursue taking the current Three Rank Eligible List Pilot Project and making it permanent with approval of the 5-Member State Personnel Board.

Classification Streamlining

- Consolidate or abolish additional unused, similar or redundant classifications. These efforts will include:

  - Complete research and finalize proposal to consolidate ten department specific managerial classes at the Department of Food and Agriculture into broader classifications.

  - Complete research and finalize proposal to consolidate up to 68 department specific supervisory and managerial classifications equivalent to Staff Services Manager I/II/III in 15 departments into broader classifications.

- Align the alternate range criteria of various department specific classifications with the broad, general class of Staff Services Analyst to allow for enhanced recruitment of college graduates.

- Complete a board item to rename the Staff Counsel series to Attorney to facilitate easier recruitment and modify the minimum qualifications to allow for outside candidates to qualify for the Attorney IV and extend the probation period from 6 to 12 months.

- Complete research and finalize a proposal to recommend a pay differential and restructure the CEA levels and salaries.

Learning and Performance Management

- Develop and Implement an online introductory training course for all state employees to familiarize them with competencies and how they are used to aid in recruitment, examinations, hiring, performance evaluation, staff development/training, succession and workforce planning.

- Enhance the Supervisors Virtual Help Desk to provide additional modules with practical tools and resources to help supervisors and managers hire the right person for the right job while maintaining the principles of the merit system.

- Develop and implement an online "Virtual Help Desk" for analysts with accessible, practical tools, information and resources.

- Develop and implement an online resource on "How to Get a State Job" that is available 24 hours per day, 7 days per week.

- Ensure that future supervisory training is developed and delivered in accordance with State Endorsement Standards (Best Practices) and is aligned with the "Leadership" General Competency Model and the Kirkpatrick's levels of evaluation. Ensure that Departments have access to various training materials that can be used to satisfy these requirements as well as the 80-hour Supervisory Training Course requirements.

- Take the initial steps toward the reestablishment of DPA's Statewide Training Program which include:

  o Establishing quarterly Training Officer meetings.
  o Gathering statewide training budgetary information in an effort to capture metrics, analyze trends, find savings and measure results.
  o Creating a statewide training web site.

o Finalizing statewide training performance measurements for training/vendors, courses, and training functions.

Workforce Planning

- Provide presentations to State Departments on workforce and succession planning topics including "Elements of a Workforce Plan" and "Generations in the Workplace."

Integrated Competency Based HR

- Develop and implement a "User Guide" for how to integrate the "Leadership" General Competency Model into various HR initiatives.

- Design and implement an integrated competency based HR pilot to test the use of the "Leadership" General Competency Model in various HR functions including recruitment, selection, hiring, staff development, performance management and workforce and succession planning.

Project Outreach

- Enhance the HR Mod Web Page to include the status of project goals and objectives.

Long Term Project Costs

As position loans begin to expire, project funds may be used to cover personal services costs. At the present time, we have no plans to request additional project funding.

Conclusion

As the economic climate begins to improve and stabilize, the State must position itself to compete for talent and fill critical gaps in its workforce. The State must also continue to improve and update its systems and processes in order to address hiring challenges and the loss of many of the State's most experienced and knowledgeable resources. As the State deals with the current fiscal situation and resultant impact to state operations, the need to cut bureaucracy and streamline processes will become increasingly evident. Focusing project resources on activities that promise to yield an early return on investment and contribute toward the elimination of unnecessary waste and improved efficiencies provides the best value and greatest probability of continued project success.